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APPOINTMENT PROCEDURES
AT ÖREBRO UNIVERSITY

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TABLE OF CONTENT

1. Introduction

2. Disposition

3. Principles for teacher recruitment
   3.1 General
   3.2 General eligibility criteria
   3.3 General assessment criteria
   3.4 Processing recruitment matters

4. Categories of teachers

5. Other academic positions
   5.1 Researcher
   5.2 Teaching assistant
   5.3 Doctoral student

6. Teachers’ duties, eligibility and basis of assessment
   6.1 General information on duties
   6.2 General information on titles
   6.3 Professor
      6.3.1 Visiting professor and adjunct professor
   6.4 Associate professor
   6.5 Senior lecturer
      6.5.1 Adjunct senior lecturer
   6.6 Associate senior lecturer
   6.7 Postdoctoral research fellow
   6.8 Postdoctoral researcher
   6.9 Lecturer
      6.9.1 Adjunct lecturer
   6.10 Visiting senior lecturer/lecturer
   6.11 Gender equality

7. Academic career pathway
   7.1 General
   7.2 Career development
   7.3 Specific career programmes/initiatives
8. Promotion
   8.1 General information on promotion
   8.2 Promotion in connection with appointment

9. Nomination procedure

10. Administrative procedures

11. Appeals
1. Introduction

HEO Chapter 2, Section 2

In addition the board of governors shall itself decide /.../ on an appointment procedure.

Örebro University's board of governors shall decide on an appointment procedure for the university. The board of governors has done so by approving these appointment procedures which shall take effect on 1 January 2014.

The appointment procedures determine the teacher categories and other academic appointments that shall exist at the university as well as the eligibility and assessment criteria that are to apply for each category. In addition, these appointment procedures contain the provisions for the promotion of teachers that are to apply at the university. These appointment procedures are complementary to the Higher Education Act, the Higher Education Ordinance and other regulations and agreements governing teacher appointments.

These appointment procedures are in turn supplemented by the university’s delegation procedures as well as by an administrative procedure document describing processes, methods and responsibilities in these matters (see also section 10 below).

2. Disposition

When applicable, these appointment procedures contain “info boxes” providing references to the Higher Education Act (HEA), the Discrimination Act (DA), the Higher Education Ordinance (HEO) and to the central collective agreement on fixed-term employment as a postdoctoral researcher (Avtal om tidsbegränsad anställning som postdoktor), hereinafter referred to as Agreement Postdoctoral researcher. The provisions that apply at Örebro University are detailed in the body text following these info boxes. This means that text from the info boxes may also be found in the sections with body text.

3. Principles for teacher recruitment
3.1 General

Örebro University’s overall goal is that all teachers shall both hold a doctoral degree and have completed courses on teaching and learning in
higher education. The specific eligibility requirements and assessment criteria to be met on the recruitment of new teachers and on promotion shall be drawn up and approved by the respective faculty board.

When recruiting new teachers at the university, the recruitment process shall be expedient, speedy and conducted with legal certainty. In the appointment process, those applicants who, following an overall assessment of competence and skills, are considered to have the necessary qualities to carry out and develop the duties involved and to contribute to a positive development of the university’s operations shall be selected.

Appointments as a teacher on a non-fixed term basis (tillsvidareanställning) shall normally be announced as vacancies1 and be filled by individuals who have been awarded a doctoral degree or who possess corresponding research or artistic competence. In instances where the duties involved give cause for other eligibility, e.g. proven experience, such eligibility requirements shall apply instead. In addition, educational expertise is required. In addition to research, artistic and educational expertise, attention shall also be paid to a documented ability to lead and develop the skills of staff, as shall the ability to communicate ones research and development activities and the ability in other respects to interact with the wider community of which the university is a part.

3.2 General eligibility criteria
In addition to the specific eligibility requirements described under the respective teacher categories below, the following general eligibility requirements apply.

A general eligibility requirement for the appointment as a teacher2 at Örebro University is that the candidate has completed courses on teaching and learning in higher education. The university has specified this requirement to the equivalent of ten weeks of training. If applicable, assessments will be made of corresponding knowledge obtained in any other way. If the duties involved give cause for, or if special grounds otherwise exist, a candidate who has not completed courses on teaching and learning in higher education may still be considered eligible for appointment at Örebro University. In such cases, the teacher in question

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1 Exceptions may be made, for instance on the application of the provisions in the Employment Protection Act.

2 With the exception of career-building research positions such as associate senior lecturers, postdoctoral research fellows and postdoctoral researchers.
shall within one (1) year of taking up his/her position have completed such training.

Further eligibility requirements may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

3.3 General assessment criteria
In addition to the specific assessment criteria described under the respective teacher category in section 6, the following general assessment criteria shall apply.

When assessing administrative qualifications, special attention should be paid to any leadership experience within academia as well as to how the duties of such an administrative role have been performed.

In addition, attention should be paid to any experience from interaction with the wider community of which the university is a part.

A general assessment criterion for appointment is the possession of interpersonal and cooperative skills as well as such ability and suitability that are otherwise required to carry out the duties well.

Depending on the description of the duties and responsibilities involved, another assessment criterion for the appointment as a teacher at Örebro University may be the ability to teach in Swedish and/or English.

Further assessment criteria may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

3.4 Processing recruitment matters
When preparing the recruitment for a specific appointment, the conditions for and requirements of the position in question shall be carefully considered with respect to the university’s steering documents concerning both education and research strategies and the equality and gender equality field.

In connection with each appointment decision, the considerations made with respect to current education and research strategies as well as to the
demands within the equality and gender equality field shall be specifically accounted for.

4. Categories of teachers

<table>
<thead>
<tr>
<th>HEO Chapter 4, Section 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are employed by the higher education institution.</td>
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<table>
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<tr>
<th>HEA Chapter 3, Section 2</th>
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<tbody>
<tr>
<td>Higher education institutions shall employ professors and senior lecturers to undertake teaching and research. A professorship is the most senior teaching appointment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEA Chapter 3, Section 6</th>
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<tbody>
<tr>
<td>Unless otherwise provided by regulations issued by the Government, each higher education institution shall itself decide which categories of teachers, apart from professors and senior lecturers, it shall employ /.../.</td>
</tr>
</tbody>
</table>

At Örebro University, ‘teachers’ refers to members of staff whose primary duty as part of his/her appointment is to teach and/or undertake teaching-related duties on first, second and third-cycle courses and study programmes based on the level of expertise required for each teacher category. It also refers to other staff categories that are otherwise part of the academic career pathway as described in section 7.1 below. In addition, for teachers with a doctorate, hereinafter referred to as having research competence, duties also include research and/or artistic development work. The following categories of teachers shall exist at Örebro University:

- Professor including visiting professor and adjunct professor respectively
- Associate professor
- Senior lecturer including adjunct senior lecturer
- Associate senior lecturer
- Postdoctoral research fellow
- Postdoctoral researcher
- Lecturer including adjunct lecturer
- Visiting lecturer/visiting senior lecturer
Terms defined:

- **Visiting**: a teacher employed at another higher education institution, in Sweden or abroad
- **Adjunct**: a teacher whose primary practice can be found outside of the higher education sector

5. Other academic positions
At Örebro University there are also a number of staff categories that are associated with teaching positions but not defined as such, as the position holders are only to *a limited extent* involved in teaching and/or teaching-related duties. Nor are these categories included in the academic career pathway as described in section 7.1 below.

5.1 Researcher
‘Researcher’ refers to a position which is mainly financed through external research funding. To be given an appointment as a researcher, the candidate is required to hold a doctoral degree.

5.2 Teaching assistant

**HEO Chapter 5, Section 8**
Higher education institutions may employ /.../teaching assistants/.../.

**HEO Chapter 5, Section 9**
Employment as /.../ may not correspond to more than /.../ and employment as a teaching assistant to more than 50 per cent of a full-time post. Their duties shall comprise educational tasks, administration or participation in research or artistic development work.

**HEO Chapter 5, Section 10**
Only those admitted to first or second-cycle courses and study programmes may be employed as teaching assistants.

**HEO Chapter 5, Section 12**
/.../ teaching assistants /.../shall be employed for an indefinite period, however, for no longer than one year. These appointments may be extended. The total employment period as a teaching assistant /.../ may not, however, exceed three years.

Teaching assistants may be employed following the customary procedures for the announcement of vacancies. The duties of teaching assistants at Örebro University shall comprise teaching, administration or participation in research or artistic development work. The appointment is limited to a period of twelve months at a time.
5.3 Doctoral student

**HEO Chapter 5, Section 1**
Higher education institutions may establish specific posts for third-cycle students to enable them to complete their third-cycle studies.

**HEO Chapter 5, Section 2**
Those appointed to doctoral studentships shall primarily devote themselves to their studies. Those appointed to doctoral studentships may, however, work to a limited extent with educational tasks, research, artistic development and administration. Before a PhD or a doctorate in the fine, applied and performing arts has been awarded, however, duties of this kind may not comprise more than 20 per cent of a full time post.

**HEO Chapter 5, Section 3**
Only those who are or have been admitted to third-cycle courses and study programmes at a higher education institution may be appointed to doctoral studentships.

**HEO Chapter 5, Section 3 a**
A doctoral studentship shall be a full-time post. If a third-cycle student so requests, the appointment may be a part-time post but for no less than 50 per cent of a full-time post.

Those who are or have already been admitted to third-cycle courses or study programmes may be appointed to doctoral studentships following the customary procedures for the announcement of vacancies. Doctoral students shall primarily devote themselves to their studies but may also hold other duties. Such duties may however not comprise more than 20 per cent of a full-time post.

6. Teachers’ duties, eligibility and basis of assessment

6.1 General information on duties

**HEA Chapter 3, Section 1**
The duties assigned to teaching staff may comprise educational responsibilities, research or artistic development work and also administrative tasks. Teachers are also responsible for keeping abreast of developments within their own subject areas and developments in the wider community that are significant for their teaching roles in higher education.

The main duties and responsibilities of the respective teacher category are described in brief below.

6.2 General information on titles
Teachers associated with the university as “adjunct” or “visiting” shall use the applicable prefix whenever they state their title.
6.3 Professor

Main duties and responsibilities

Being a teacher with research competence at Örebro University implies a responsibility to contribute, within the scope of the university’s education and research mandate, to the educational activities on all three cycles as well as to research.

For a professor, this also includes active efforts to bring in external research grants to the subject area, taking an overall responsibility for its research activities, and monitoring developments within the subject field internationally.

The exact allocation of duties within the fields of education and research/artistic development work shall be determined with respect to the needs of the organisation and the terms and conditions for the individual professor’s role.

Professors are moreover expected, within the scope of their employment, to make themselves available for executive and administrative assignments at the university.

Eligibility

**HEO Chapter 4, Section 3**

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor except in disciplines in the fine, applied or performing arts. A person who has demonstrated both artistic and teaching expertise shall be qualified for employment as a professor in disciplines in the fine, applied or performing arts.

A person who has demonstrated both research and educational expertise shall be qualified for employment as a professor (including visiting professor and adjunct professor respectively) except in disciplines in the fine, applied or performing arts.

A person who has demonstrated both artistic and educational expertise shall be qualified for employment as a professor (including visiting professor and adjunct professor respectively) in disciplines in the fine, applied or performing arts.

In addition to the specific eligibility criteria above, the general eligibility criteria set out in section 3.2 shall apply for the appointment as a professor.
Assessment criteria

HEO Chapter 4, Section 3
The assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor.

The assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of educational expertise as to the assessment of research or artistic expertise.

Candidates’ research expertise shall be demonstrated through independent research contributions which to a significant extent, in quantity as well as in quality, exceed the competence and skills required for the appointment as an associate professor. The research expertise shall moreover be demonstrated by means of a continuous high level of research output. Importance shall be attached to candidates being able to show significant external research grants, as well as to their experience of planning and leading research.

Candidates’ artistic expertise shall be demonstrated through work that exhibits very high artistic quality and through the display of a high degree of originality and independence. The work shall be of considerable proportions and of great significance to the subject field in question. The artistic expertise shall furthermore be demonstrated through the fact that the candidate is well-established in an artistic context and thereby also widely recognised in the wider community outside the university, that is by colleagues and organisations at a national as well as an international level. This expertise shall moreover be demonstrated though productions that have gained a wider audience, where the candidate has been the originator of or significantly contributed to the artistic process and its ultimate outcome. In addition, the candidate shall autonomously have been conducting artistic development work.

Candidates’ educational expertise and qualifications shall be well-documented and accounted for in accordance with Örebro University’s Template for preparing a teaching portfolio (CF 10-68/2006), approved by the board of governors. The teaching portfolio shall contain accounts of what the candidate has done and is doing as a teacher, why this is being done, the outcome that has been achieved, and how the candidate
has improved his/her work as a teacher. The account of why the candidate has chosen certain methods and strategies in his/her teaching role in effect becomes an account of the candidate’s outlook on teaching and education.

The specific assessment criteria to be met on the appointment of a professor and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

In addition to the specific assessment criteria above, the general assessment criteria found in section 3.3 shall apply.

6.3.1 Visiting professor and adjunct professor
One way of strengthening both the competence at the university and the links with the wider community is to engage persons with research competence as visiting professors or adjunct professors at the university.

Main duties and responsibilities
Being a teacher with research competence at Örebro University implies a responsibility to contribute, within the scope of the university’s education and research mandate, to the educational activities on all three cycles as well as to research.

Eligibility
The eligibility requirements for a visiting professor and an adjunct professor are basically the same as for a professor with respect to research and educational expertise. It is in the nature of these appointments however that the area of expertise may be more limited, as a visiting professor and an adjunct professor respectively is intended to be a leading specialist within the subject field in question.

6.4 Associate professor
Main duties and responsibilities
Being a teacher with research competence at Örebro University implies a responsibility to contribute, within the scope of the university’s education and research mandate, to the educational activities on all three cycles as well as to research.

The exact allocation of duties within the fields of education and research/artistic development work shall be determined with respect to
the needs of the organisation and the terms and conditions for the individual associate professor’s role.

Associate professors are moreover expected, within the scope of their employment, to make themselves available for executive and administrative assignments at the university.

Eligibility
A person who, in addition to meeting the basic eligibility requirements for the appointment as a senior lecturer, is able to demonstrate one of the following basic criteria shall be eligible for employment as an associate professor:

- artistic expertise of considerable proportions\(^3\) as well as educational expertise corresponding to at least the level required for appointment within Örebro University’s excellent teacher scheme (särskilt meriterad lärare).\(^4\)

- research qualifications corresponding to at least the level of docent as well as educational expertise corresponding to at least the level required for appointment within Örebro University’s excellent teacher scheme (särskilt meriterad lärare).\(^5\)

In addition to the specific eligibility criteria above, the general eligibility criteria set out in section 3.2 shall apply for the appointment as an associate professor.

Assessment criteria
The assessment criteria for appointment as an associate professor shall be the degree of the expertise required as a qualification for employment.

Candidates’ research expertise shall be demonstrated through independent research contributions which to a significant extent, in quantity as well as in quality, exceed the competence and skills required for the appointment as a senior lecturer (i.e. at least the qualifications required for appointment as a docent). The research expertise shall moreover be demonstrated by means of a continuous high level of research output. Importance shall be attached to candidates being able to

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\(^3\) The exact criteria shall be approved by the respective faculty board
\(^4\) The exact criteria shall be approved by the respective faculty board
\(^5\) The exact criteria shall be approved by the respective faculty board
show significant external research grants, as well as to their experience of planning and leading research.

Candidates’ artistic expertise shall be demonstrated through work that exhibits very high artistic quality and through the display of a high degree of originality and independence. The work shall be of considerable proportions and of great significance to the subject field in question. The artistic expertise shall furthermore be demonstrated through the fact that the candidate is well-established in an artistic context and thereby also widely recognised in the wider community outside the university, that is by colleagues and organisations primarily at a high national level. This expertise shall moreover be demonstrated through productions that have gained a wider audience, where the candidate has been the originator of or significantly contributed to the artistic process and its ultimate outcome. In addition, the candidate shall autonomously have been conducting artistic development work.

Candidates’ educational expertise and qualifications shall be well-documented and accounted for in accordance with Örebro University’s Template for preparing a teaching portfolio (CF 10-68/2006), approved by the board of governors. The teaching portfolio shall contain accounts of what the candidate has done and is doing as a teacher, why this is being done, the outcome that has been achieved, and how the candidate has improved his/her work as a teacher. The account of why the candidate has chosen certain methods and strategies in his/her teaching role in effect becomes an account of the candidate’s outlook on teaching and education. The educational expertise shall be considerable and shall be demonstrated through teaching qualifications and experience on first as well as second-cycle courses and study programmes. The degree of educational expertise shall be assessed and correspond to at least the level required for appointment within Örebro University’s excellent teacher scheme (särskilt meriterad lärare).

The specific assessment criteria to be met on the appointment of an associate professor and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

In addition to the specific assessment criteria above, the general assessment criteria found in section 3.3 shall apply.
6.5 Senior lecturer
Main duties and responsibilities
Being a teacher with research competence at Örebro University implies a responsibility to contribute, within the scope of the university’s education and research mandate, to the educational activities on all three cycles as well as to research.

The exact allocation of duties within the fields of education and research/artistic development work shall be determined with respect to the needs of the organisation and the terms and conditions for the individual senior lecturer’s role.

Eligibility

HEO Chapter 4, Section 4
Those qualified for appointment as a senior lecturer are
1. except in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a PhD or has the corresponding research competence or some other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve, or
2. in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a doctorate in a fine, applied or performing arts, has demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties it will involve.

Those qualified for appointment as a senior lecturer are, except in disciplines in the fine, applied or performing arts, a person who has been awarded a doctoral degree or has the corresponding research competence or some other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve, and who has demonstrated educational expertise.

Those qualified for appointment as a senior lecturer, in disciplines in the fine, applied or performing arts, are a person who has been awarded a doctorate in a fine, applied or performing arts, has demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve, and who has demonstrated educational expertise.

Candidates shall demonstrate that the basic eligibility requirements are met by presenting their doctoral degree certificate.
In addition to the specific eligibility criteria above, the general eligibility criteria set out in section 3.2 shall apply for the appointment as a senior lecturer.

Assessment criteria

**HEO Chapter 4, Section 4**

The assessment criteria for appointment as a senior lecturer shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of other qualifying criteria laid down in the first paragraph above. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer.

As much attention shall be given to the assessment of educational expertise as to the assessment of other qualifying criteria.

Candidates’ research expertise shall be demonstrated through independent research contributions. Importance shall also be attached to candidates’ experience of planning and leading research.

Candidates’ artistic expertise shall be demonstrated through work that exhibits high artistic quality and through the display of originality and independence. In addition, the work shall be on a not insignificant scale and of significance to the subject field in question. This expertise may moreover be demonstrated though productions that have gained a wider audience, where the candidate has been the originator of or significantly contributed to the artistic process and its ultimate outcome. The candidate shall also have been a part of and actively contributed to artistic development work within his/her subject field.

Candidates’ educational expertise and qualifications shall be well-documented and accounted for in accordance with Örebro University’s Template for preparing a teaching portfolio (CF 10-68/2006), approved by the board of governors. The teaching portfolio shall contain accounts of what the candidate has done and is doing as a teacher, why this is being done, the outcome that has been achieved, and how the candidate has improved his/her work as a teacher. The account of why the candidate has chosen certain methods and strategies in his/her teaching role in effect becomes an account of the candidate’s outlook on teaching and education. The educational expertise shall be demonstrated through teaching qualifications and experience on first and preferably also on second-cycle courses and study programmes.
The specific assessment criteria to be met on the appointment of a senior lecturer and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

In addition to the specific assessment criteria above, the general assessment criteria found in section 3.3 shall apply.

6.5.1 Adjunct senior lecturer
One way of strengthening both the competence at the university and the links with the wider community is to engage persons with research competence as adjunct senior lecturers at the university.

Main duties and responsibilities
Being a teacher with research competence at Örebro University implies a responsibility to contribute, within the scope of the university’s education and research mandate, to the educational activities on all three cycles as well as to research.

The exact allocation of duties within the fields of education and research/artistic development work shall be determined with respect to the needs of the organisation and the terms and conditions for the individual senior lecturer’s role.

Eligibility
The eligibility requirements for an adjunct senior lecturer are basically the same as for a senior lecturer with respect to research and educational expertise. It is in the nature of the appointment however that the area of expertise may be more limited, as an adjunct senior lecturer is intended to be a leading specialist within the subject field in question.

6.6 Associate senior lecturer
Main duties and responsibilities
The primary aim for an associate senior lecturer is to acquire further qualifications, in research and in teaching, in preparation for a future role as a teacher on a non-fixed term basis at the university.

Eligibility

**HEO Chapter 4, Section 12 a, paragraph 3**
Those qualified for appointment /.../ are a person who has been awarded a doctoral degree or has achieved the corresponding research competence. Preference should be given to those who have obtained their doctoral degree or achieved research competence no more than seven years prior to the application deadline.
Those qualified for appointment as an associate senior lecturer are a person who has been awarded a doctoral degree or has the corresponding research competence.

Candidates of primary interest should be those who have obtained their doctoral degree no more than seven years prior to the application deadline. Candidates who have obtained their doctoral degree prior to that should however also be considered, if special grounds exist. Such grounds may comprise leave of absence due to illness, leave of absence for service in the defence forces or an elected position in a trade union or student organisation, parental leave or other similar circumstances.

Further eligibility requirements may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

In addition to the specific eligibility criteria above, the general eligibility criteria set out in section 3.2 shall apply for the appointment as an associate senior lecturer.

Assessment criteria
Particular importance shall be attached to the qualities enabling the candidate to contribute to the future development of both research and educational activities.

Further assessment criteria may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

The specific assessment criteria to be met on the appointment of an associate senior lecturer and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

In addition to the specific assessment criteria above, the general assessment criteria found in section 3.3 shall apply.
6.7 Postdoctoral research fellow
Main duties and responsibilities
The primary aim for a postdoctoral research fellow is to acquire further research qualifications in order to advance his/her independence as a researcher.

Eligibility

HEO Chapter 4, Section 12 a, paragraph 3
Those qualified for appointment /.../ are a person who has been awarded a doctoral degree or has achieved the corresponding research competence. Preference should be given to those who have obtained their doctoral degree or achieved research competence no more than seven years prior to the application deadline.

Those qualified for appointment as a postdoctoral research fellow are a person who has been awarded a doctoral degree or has the corresponding research competence.

Candidates of primary interest should be those who have obtained their doctoral degree no more than seven years prior to the application deadline. Candidates who have obtained their doctoral degree prior to that should however also be considered, if special grounds exist. Such grounds may comprise leave of absence due to illness, leave of absence for service in the defence forces or an elected position in a trade union or student organisation, parental leave or other similar circumstances.

Further eligibility requirements may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

In addition to the specific eligibility criteria above, the general eligibility criteria set out in section 3.2 shall apply for the appointment as a postdoctoral research fellow.

Assessment criteria
Particular importance shall be attached to the qualities enabling the candidate to contribute, by means of his/her development as an independent researcher, to the growth of the university.

Further eligibility requirements may be added in connection with the approval of an appointment profile if grounds for doing so exist with
regard to the duties involved and with respect to the needs within the organisation.

The specific assessment criteria to be met on the appointment of a postdoctoral research fellow and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

In addition to the specific assessment criteria above, the general assessment criteria found in section 3.3 shall apply.

6.8 Postdoctoral researcher

| Agreement Postdoctoral researcher, Section 1 |
| This agreement applies to employees appointed as postdoctoral researchers whose main duty is to pursue research. Duties may also include teaching, however no more than 20 per cent of the employee’s working hours. |

| Agreement Postdoctoral researcher, Section 2 |
| In addition to the provisions set out in the Employment Protection Act (1982:80), a postdoctoral researcher may be employed for an indefinite period, however, for no longer than two years. The appointment may be extended if special grounds exist. Such grounds may comprise leave of absence due to illness, parental leave, clinical duties, an elected position in a trade union or other similar circumstances. |

The postdoctoral researcher appointment at Örebro University is intended to enable candidates to primarily pursue research. Duties may include some teaching, however no more than 20 per cent of the employee’s working hours.

To be considered for this appointment, candidates may have obtained their doctoral degree no more than three years prior to the application deadline. If special grounds exist, candidates who have obtained their doctoral degree prior to that may however also be considered. The agreement on postdoctoral researchers is applicable on the condition that the employee has not previously held an appointment as a postdoctoral researcher under the agreement for more than one year within the same or a related subject area at the same higher education institution.

In addition to the specific eligibility and assessment criteria above, the general criteria set out in sections 3.2 and 3.3 shall apply.
6.9 Lecturer
Main duties and responsibilities
The main duty of a lecturer is to teach on primarily first-cycle courses and study programmes.

Eligibility
Those qualified for appointment as a lecturer are a person who has:

- been awarded a relevant academic qualification on at least the Master’s level (60 credits) (or equivalent), or who possesses other theoretical competence which in combination with such experience from within the subject field that is of relevance to the duties involved is assessed and considered to provide the corresponding basic competence, or who has demonstrated artistic expertise, and who has
- demonstrated educational expertise.

In addition to the specific eligibility criteria above, the general eligibility criteria set out in section 3.2 shall apply for the appointment as lecturer.

Assessment criteria
Candidates’ artistic expertise shall be demonstrated through work that exhibits high artistic quality and through the display of originality and independence. In addition, the work shall be of significance to the subject field in question. The artistic expertise shall furthermore be demonstrated through the fact that the candidate is well-established in an artistic context within his/her subject field. This expertise may moreover be demonstrated through productions that have gained a wider audience, where the candidate has been the originator of or significantly contributed to the artistic process and its ultimate outcome.

Candidates’ educational expertise and qualifications shall be well-documented and accounted for in accordance with Örebro University’s Template for preparing a teaching portfolio (CF 10-68/2006), approved by the board of governors. The teaching portfolio shall contain accounts of what the candidate has done and is doing as a teacher, why this is being done, the outcome that has been achieved, and how the candidate has improved his/her work as a teacher. The account of why the candidate has chosen certain methods and strategies in his/her teaching role in effect becomes an account of the candidate’s outlook on teaching and education. The educational expertise shall be demonstrated through teaching qualifications and experience primarily on first-cycle courses and study programmes.
The specific assessment criteria to be met on the appointment of a lecturer and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

In addition to the specific assessment criteria above, the general assessment criteria found in section 3.3 shall apply.

Continuing professional development plan
As the main duties of a lecturer involve teaching, the qualification levels that are required for other teaching positions do not apply for the appointment as a lecturer.

When appointing a new lecturer, the school shall however carefully discuss a plan for continuing professional development (CPD) with the new employee for the purpose of strengthening his/her competence and skills. The plan shall be drawn up specifically for the employee in question and may comprise research as well as educational/artistic development, for example courses on teaching and learning in higher education.

6.9.1 Adjunct lecturer
Main duties and responsibilities
The main duty of an adjunct lecturer is to teach on primarily first-cycle courses and study programmes. Adjunct lecturers shall possess considerable practical competence (for example via his/her profession) and thus provide the course and/or study programme in question with links to the practical field for a certain period of time.

Eligibility
Those qualified for appointment as an adjunct lecturer are therefore a person who has:

- been awarded a relevant academic qualification on at least the Master’s level (60 credits), or who possesses other theoretical competence which in combination with such experience from within the subject field that is of relevance to the duties involved is assessed and considered to provide the corresponding basic competence, and who has
- considerable competence within a subject field of relevance to the duties involved.
Further eligibility requirements may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

Assessment criteria
A general assessment criterion for appointment is the possession of interpersonal and cooperative skills as well as such ability and suitability that are otherwise required to carry out the duties well.

Depending on the description of the duties and responsibilities involved, another assessment criterion for the appointment as a teacher at Örebro University may be the ability to teach in Swedish and/or English.

Further assessment criteria may be added in connection with the approval of an appointment profile if grounds for doing so exist with regard to the duties involved and with respect to the needs within the organisation.

The specific assessment criteria to be met on the appointment of an adjunct lecturer and their relative weighting shall be approved by the faculty board in question. It is the duties defined for the position in question that shall provide the basis for the faculty board’s decision.

6.10 Visiting senior lecturer/lecturer
The teacher category visiting senior lecturer/lecturer may in this context be used for teachers who are employed by another higher education institution, in Sweden or abroad. The same duties, responsibilities, eligibility and assessment criteria shall apply as for the appointment of a senior lecturer and lecturer respectively.

6.11 Gender equality

<table>
<thead>
<tr>
<th>DA Chapter 2, Section 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>An employer may not discriminate against a person who, with respect to the employer,</td>
</tr>
<tr>
<td>1. is an employee,</td>
</tr>
<tr>
<td>2. is enquiring about or applying for work,</td>
</tr>
<tr>
<td>/.../</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DA Chapter 2, Section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The prohibition in Section 1 does not prevent</td>
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<tr>
<td>/.../</td>
</tr>
<tr>
<td>2. measures that contribute to efforts to promote equality between women and men and that concern matters other than pay or other terms of employment,</td>
</tr>
</tbody>
</table>
(cont.)

**DA Chapter 3, Section 7**
Employers are to work to ensure that people have the opportunity to apply for vacant positions regardless of sex, ethnicity, religion or other belief.

**DA Chapter 3, Section 9**
When the distribution of women and men is not more or less equal in a certain type of work or in a certain employee category at a place of work, the employer is to make a special effort when recruiting new employees to attract applicants of the under-represented sex. The employer is to attempt to see to it that the proportion of employees from the under-represented sex gradually increases.

However, the first paragraph shall not be applicable if there are special grounds not to take such measures or if the measures cannot reasonably be required in view of the employer’s resources and other circumstances.

**HEA Chapter 1, Section 5**
Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions.

Örebro University defines equal distribution of women and men to be at least 40 per cent of each sex in a given group, i.e. within a certain category at the place of work. As part of our efforts to achieve quantitative gender balance in the longer term, the underrepresented sex may therefore, in the event of equal qualifications, be given preference to an appointment.

### 7. Academic career pathway
The purpose of the academic career pathway is to provide doctoral graduates employed at Örebro University with the prerequisites to develop, in a structured manner and with a long-term perspective, excellence within research and teaching.

#### 7.1 General
The academic career pathway comprises the following steps:
- Associate senior lecturer/postdoctoral research fellow/postdoctoral researcher
- Senior lecturer
- Associate professor
- Professor
7.2 Career development
The most common form of career development for teachers within Örebro University is to apply for and progress through, following the acquisition of further qualifications and increased competence and skills, the different teacher categories that constitute the academic career pathway and, when applicable, to be given an opportunity for promotion.

7.3 Specific career programmes/initiatives
With the purpose of stimulating an increase in competence and skills or linking younger teachers to Örebro University, providing them with the prerequisites to undertake, in a structured manner, continuing professional development within teaching and research over time, it is possible to create various forms of special academic career programmes and initiatives. When drafting such programmes, the special prerequisites applicable to the initiative in question shall be defined.

8. Promotion

8.1 General information on promotion
For teaching staff holding an appointment at Örebro University there are opportunities for promotion.

An application for promotion shall refer to the subject within which the employee holds his/her appointment.

In addition to the applicant meeting basic eligibility criteria, the needs of the organisation shall also be decisive as to whether a promotion shall be granted.

The criteria qualifying an applicant for a promotion shall be determined by the faculty board in question.

For an application for promotion to be granted, the applicant shall have completed courses on teaching and learning in higher education or have corresponding knowledge obtained in any other way.

In addition, a promotion may generally only be granted a position holder already employed for an indefinite period at the university. For a promotion to be granted, the applicant shall have held his/her appointment for at least one year. Associate senior lecturers and
postdoctoral research fellows may only be promoted once their initial appointments have come to an end.

The following promotions are possible:

- Promotion to professor of an associate professor or senior lecturer
- Promotion to associate professor of a senior lecturer
- Promotion to senior lecturer of an associate lecturer
- Promotion to senior lecturer of a postdoctoral research fellow
- Promotion to senior lecturer of a lecturer
- Promotion to senior lecturer of a postdoctoral researcher

8.2 Promotion in connection with appointment
A promotion cannot be granted in connection with the actual offer of employment at the university (see also section 8.1 above).

9. Nomination procedure

**HEO Chapter 4, Section 7**
A higher education institution may nominate an individual for an appointment as a professor if the appointment of the individual is of exceptional importance for a specific activity at the institution.

The decision to nominate an individual for a post is made by the vice-chancellor and cannot be delegated.

A nomination procedure may be used as a tool for strategic recruitments with regard to professors but shall be applied with great restraint. Only individuals who meet the eligibility criteria for the appointment as a professor may be appointed by means of this nomination procedure. The decision to nominate an individual for a post as professor is made by the vice-chancellor and cannot be delegated.

10. Administrative procedures
The various stages of the processes, methods and responsibilities involved in the appointment of teaching staff are described in a specific administrative procedure document for teacher appointments. With the approval of these appointment procedures, the board of governors has
also delegated the power to decide on these administrative procedures to the vice-chancellor.

11. Appeals

<table>
<thead>
<tr>
<th>HEO Chapter 12, Section 2</th>
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<tbody>
<tr>
<td>Appeals may be made to the Higher Education Appeals Board against the following decisions of a higher education institution:</td>
</tr>
<tr>
<td>1. a decision relating to employment at a higher education institution, with the exception of appointment to a doctoral studentship, /.../</td>
</tr>
</tbody>
</table>

All decisions relating to the employment of teachers may be appealed against. Appeals shall be made to the Higher Education Appeals Board (Överklagandenämnden för högskolan).